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It is inevitable, however, that some readers should miss favorite passages in any volume of selections. Not a few will regret that the editor did not include the siege of Plataea and the revolution of the Four Hundred. The decision to omit the brief summaries that appeared on the margins of the first edition seems hard to justify. Such helps are all the more necessary when the even flow of the narrative is broken by frequent omissions, even though they are summarized. Both of these books are well suited to the needs of college instructors in this country who desire to give their classes a comprehensive survey of these authors.

The edition of the *Aeneid* presents no striking features. The introduction deals briefly with the life and works of Virgil and the story of Aeneas.

Kalinka's appendix to the *Gallic War* gives a detailed account of the Roman military organization; it is carefully written and abundantly illustrated.

There is a surprising lack of uniformity in the series in the use of Gothic and Latin type, for which there is no apparent reason. Only one of the books is furnished with a preface. But this is not a serious omission except in the case of the *Iliad*.

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L'Enseignement des lettres classiques d'Ausone à Alcuin. Par M. ROGER. Paris: Alphonse Picard et Fils, 1905. Pp. 457.

The title of the present work is one which will perhaps arouse in those familiar with the history of the Dark Ages no little curiosity as to how the author found enough to say about classical education during this period to fill so large a volume, or why a writer on the history of education should have chosen this seemingly barren period at all. But the work is intended as an introduction to the history of the Carolingian schools, and the author's aim has been to bring down to the beginning of the ninth century the history of the vicissitudes of instruction in the classics in western Europe, and particularly in France, from the time of the secular schools of the Roman Empire, which in the days of Ausonius still retained in a general way the traditions of the *Institutio Oratoria* of Quintilian. This programme involves the consideration of the Roman civil-service schools in the fourth century, the decline of these schools consequent upon the withdrawal of the Romans from Gaul in the fifth century, the almost total extinction of classical education in France in the next two centuries, due in part to the hostile attitude of the church, and the revival of classical education in an altered form in Ireland and England, whose monastic schools were the predecessors of the Carolingian schools in France.

But, though the work is intended as an introduction to the history of the Carolingian schools, the author has treated the whole period from Ausonius to Alcuin with all the exhaustiveness of an independent work. He has carefully re-examined all the documents—and many of them are provokingly meager—which throw any light upon the culture of these five centuries. This thorough-

ness of method has caused him to devote nearly as much space to the sixth and seventh centuries which, in France at least, constituted the darkest period of the Dark Ages, and which so far as classical education was concerned are little more than blanks, as he has given to the earlier and later centuries when classical letters may be said, relatively speaking, to have flourished. This fact renders the central portion of his work important from the point of view of culture history, even if the educational interest of the period is small. His independent examination of the evidence has often led him, justly it seems, to place upon the educational and scholarly achievements of the intellectual leaders in France from the fifth to the eighth centuries a valuation somewhat lower than the traditional estimate, which has perhaps been placed unduly high by French writers actuated by patriotic enthusiasm for all that is national. His more conservative estimates serve to give to these centuries a deeper gloom by the removal of some of the few faint rays which, according to the traditional view, were believed to have shed an uncertain light amid the general darkness of the period.

The work is scholarly, thorough, and sane in its judgments, and will be found of great service not only to students of education but to students of history as well. The value of the work to the scholar is enhanced by the extensive bibliographical index and by the fact that M. Roger has taken the pains to cite his multitude of authorities in copious footnotes.

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Matriculation Latin. By ADAM CARRUTHERS and J. C. ROBERTSON. Toronto: W. J. Gage & Co., 1906. Pp. 416.

This book is intended to complete the course for matriculation in Ontario, after the use of a beginner's manual, such as the *Latin Lessons*, by the same authors. It accordingly contains Caesar's *Bellum Britannicum* and part of the second book of the *Aeneid*, prescribed for intensive reading, together with about fifty chapters adapted for sight reading, covering the story of the first four of Caesar's campaigns in Gaul. The last is an excellent feature, and the earlier chapters of it are so simplified that it serves admirably for an introduction to the reading of Caesar on the completion of the easy selections that all good primers now furnish.

For elaborate essays and profuse illustrations one must look elsewhere: indeed the few illustrations given are none too clear; but it may be said that essential information is supplied in concise form, while good sense and accuracy characterize the whole work.

The notes are brief and judicious, and the authors have succeeded in their aim of making them of real service to the student toward understanding the syntax and making an idiomatic version of the prose, and toward appreciating the literary flavor of the poetry. In my use of the book with matriculation classes I find the index of syntax to the chapters of Caesar a constant satisfaction.